DOCUMENT RESUME

ED 142 429 SE 022 817

TITLE	Environmental Studies Center Teacher Books. 2nd Grade - Communities.
INSTITUTION	Martin County Schools, Jensen Beach, Fla. Environmental Studies Center.
PUB DATE	76
NOTE	52p.; For related documents, see SE 022 815-823; Not available in hard copy due to marginal legibility of original document
AVAILABLE FROM	Environmental Studies Center, 2900 NE Indian River Dr., Jensen Beach, Florida 33457 ($1.50; all 9 books $20.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Curriculum Development; *Ecology; Elementary Education; *Elementary Grades; *Environmental Education; Grade 2; Instructional Materials; Learning Activities; Nature Centers; *Oceanology; Outdoor Education; *Teaching Guides
IDENTIFIERS	*Estuaries; Florida

ABSTRACT

This teacher's guide, one of nine teacher packages developed for use in the sequential, hands-on, field-oriented, K-8 environmental education program of the Martin County Schools in Florida, was developed for use with elementary children in grade two prior to and after a visit to an environmental studies center located near an estuarine area. The grade two program centers around the concept of "Communities" and is designed to stimulate the students' use of all their senses in discovering more about their surroundings. This guide contains teacher instructions, scripts, tests with answer keys, and a copy of all student materials. Flash cards and five slide/tape programs are not included. General and specific program objectives are stated and a program outline, including learning activities to be completed at the school and environmental studies center, is detailed. (BT)

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2nd Grade

Communities

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SE 022 817

Martin County Schools'
ENVIRONMENTAL STUDIES CENTER
2900 NE Indian River Drive, Jensen Beach, Florida 33457

TABLE OF CONTENTS AND CHECKLIST

This packet contains teacher instructions, scripts, test with answer key and a copy of all student materials.

We suggest you cover these materials in the order listed in this packet.

In parenthesis after each item is the quantity you will need for your class and whether it is expendable or to be returned.

* Also listed but not included in this booklet are items such as flash cards, slide/tapes, feltboard and pieces, etc.

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SECOND GRADE PROGRAM SUMMARY

GENERAL OBJECTIVE: To acquaint the student with salt and fresh water communities as part of his total environment and provide him with evidence that he is an integral part of both communities resulting in his successful completion of the performance activities for the specific objectives.

SPECIFIC OBJECTIVES: The students will on the test

1. demonstrate with 80% proficiency knowledge of selected vocabulary words when given the word and a choice of four pictorial representations for that word.
2. demonstrate with 80% proficiency ability to understand concepts about habitats when given a question pertaining to habitats and a choice of possible answers.
3. demonstrate with 80% proficiency an understanding of concepts about adaptation when given a question pertaining to adaptation and a choice of possible answers.
4. demonstrate with 80% proficiency an understanding of concepts about communities when given a question pertaining to communities and a choice of possible answers.
5. identify with 80% proficiency organisms and characteristics of selected organisms found in a saltwater grassflat when given representation and/or the name orally and a choice of pictorial representation of organisms from which to choose.

PROGRAM OUTLINE:

A. Activities at home school (two weeks)

1. Slide/tape programs - "Communities", "Habitats", "Adapting", "Organisms", "Vocabulary"
2. Vocabulary workbook
3. "Adapt" workbook
4. "Grassflat" booklet
5. Vocabulary flash cards
6. Animal flash cards
7. (Visit to Center)
8. Follow-up discussion
9. Post-test

B. Activities at Center (3-4 hours)

1. Seining - staff takes children to river shore and seines --- children collect catch from the nets
2. Art activity - children cut-out and paste animal and plant representations in their proper location on a mural drawn to depict a typical river shoreline and adjacent river bottom
3. Game time - a question and answer game about plants and animals of the river played with 2 teams
4. Look/feel session - children observe and handle live specimens from local aquatic communities.

SECOND GRADE TEACHER INSTRUCTIONS

INTRODUCTION: There are five units in this program: Vocabulary; Habitat; Adaptation; Community; and Organism Identification. We suggest that you allot one class period a day for two weeks just prior to your visit (more if you believe your students need it) to cover the material. Each of these units is covered by written materials and a slide/tape presentation.

Your visit to the Center will give each child an opportunity to collect, identify and study fish and other inhabitants of the Indian River.

If we can assist you in any way in the successful presentation of this material do not hesitate to call us.

PROGRAM AND MATERIALS:

Unit I - Vocabulary

In order to study their environment, the students will have to master certain pertinent words, some of which may already be familiar to them. These words and definitions are:

1. habitat - the place where a plant or animal lives
2. oxygen - a gas in the air that almost all living things need to live
3. community - a group of plants and animals living and working together to fulfill their individual needs
4. gills - the part of underwater animals that takes the oxygen out of the water for breathing
5. lungs - part of air-breathing animals used for breathing
6. scales - protective covering on fish and other animals
7. environment - everything that surrounds you
8. adapt - to be suited for getting the things one needs to live

To teach these words, we have included flash cards, a workbook and a slide/tape presentation. The slide/tape and workbook are to be used together with the narration on the tape asking the students to perform certain activities in the workbook. Flash cards should be used afterwards as a reinforcement activity. Since this is a major unit, you might want to divide the word list into two days' study, for words each day.

Unit II - Habitat

This unit is a further investigation into the various places plants and animals live. There is a slide/tape segment to teach this concept.

SECOND GRADE CENTER ACTIVITIES

3 TO 4 HOURS

I. INTRODUCTION

Students become acquainted with the Environmental Studies Center and the day's activities. Topics include: communities, habitats, adaptation and local grassflat organisms.

II. RIVER VISIT AND SEINE

The class is taken to the river where they learn some of the techniques for seining and equipment used. Staff instructors make several sweeps with the seine net, bringing the catch to shore. The students examine the specimens while the staff identifies and discusses each.

III. LUNCH

Rooms are available in which students may eat lunch; however, if the weather is nice why not have picnic on the patio? Frisbees, checkers and hopscotch are available for after lunch activities.

IV. DISCUSSION

The morning seining is discussed and tied in with the community concept. Adaptations seen on the morning catch are also discussed.

V. ART ACTIVITY

A. Students will develop a mural of salt water habitats. They will cut out and paste representations of typical salt water organisms in their proper habitats.

B. Materials:
   1. brown wrapping paper for the background of the mural
   2. typical river animals and plants are mimeographed on 9 x 12 construction paper in advance
   3. paste and small spatula
   4. scissors

VI. MUSEUM AND WET LAB

Students visit the museum and wet lab where they get a closer look at the river organisms and further discuss them. Some specimens are placed in small tanks where the students may handle them.

VII. GAME QUIZ

Students are divided into two teams. Questions pertaining to communities, adaptation, and organisms are asked. A team receives one point for each correct answer. Questions and answers continue until every member of both teams has a chance to answer. The team with the most points wins.

VIII. EXPERIENCE CHART

With a teacher as recorder, the children tell the story of their visit to the Center. The chart is taken back to the home school to encourage further discussion.

A good activity to reinforce the habitat concept is the cardboard box "diorama". Divide your class into groups of 4 or 5 students. Have each group obtain a box and determine what habitat they wish to develop in their diorama. Construction paper, clay, grass, sand, etc. can be used in making the settings. If art ability is a problem, have the students cut out magazine pictures to paste on the "walls" of their diorama or paste on cardboard and prop up in the appropriate place.

At this point only the setting or habitat should be established. Later, when you study "Communities", your students can add the appropriate animals and thus make it a true community.

Unit III - Adaptation

This is a small, but important part of the study program. The unit is designed to make the child more aware of the functional differences in plants and animals that live in different habitats.

Use the slide/tape segment and the workbook together. As indicated on the taped narration, the students listen to the tape while looking at the workbook page being discussed. At appropriate times, you will turn the tape player off to allow your students time to execute the workbook activity suggested.

This is a short unit, but lends itself to continued discussion.

The book, Oxygen Keeps Us Alive, is included in your materials. Read it to your class.

Unit IV - Communities

This unit is covered by the Saltwater Grassflat Community book and the fourth segment of the slide/tape presentation. Both treat the concept of community briefly and then lead into...

Unit V - Organism Identification

Five organisms that may be found in the saltwater grassflat are shown both in the book and on the slides. Your students can color their workbook as they study.

Now would be a good time to go back to the dioramas and put pictures or small toy animals in to complete the community.

You might like to suggest your students produce a puppet show with their dioramas. Be sure they include in their story something about the animals and how they are adapted to live in that habitat.

This completes the pre-visit preparation. If you have evolved any other activities you would like to share with others, tell us about them.

TEST:

To post-test your students for your records, copies of the test and answers are included. The test is to be given after your students visit the Center. The test mean for 1974-75 Martin County Second Grade students completing a full program was 93.0.

2nd Grade Slide Presentation

"Vocabulary"

- *To be used in conjunction with student booklet "My Vocabulary Book"* -

TEACHER - Turn projector on to "Focus" slide. Turn on tape player. Advance slides at the audible tone (or, if you are reading this aloud, as indicated by the asterisk (*). NOTE that there are several 5-second pauses indicated in the narrative to permit your students to turn the page or mark the answer, etc. The narrative is in CAPITAL letters.

1. "Focus" *
2. "Credits" slide *
3. "An Environmental study unit on Communities" *
4. "Vocabulary" DO YOU KNOW THE MEANING OF THE WORD VOCABULARY? VOCABULARY IS A COLLECTION OF WORDS AND THEIR MEANINGS. *
5. NOW TURN TO PAGE ONE OF YOUR VOCABULARY BOOK. (Pause 5) LOOK AT THE PICTURE ON THE SCREEN. A HABITAT IS A PLACE WHERE PLANTS AND ANIMALS LIVE. ON PAGE ONE OF YOUR BOOK ARE THREE CIRCLES. WHICH WOULD BE A BUTTERFLY'S HABITAT? PUT AN X OVER IT. *
6. EVERYTHING AROUND YOU IS YOUR ENVIRONMENT. TURN TO PAGE TWO (Pause 5) PUT AN X OVER THE PICTURE THAT SHOWS AN ANIMAL THAT CAN LIVE IN AN AQUARIUM ENVIRONMENT. *
7. PLANTS AND ANIMALS THAT LIVE AND WORK TOGETHER ARE CALLED A COMMUNITY. TURN TO PAGE THREE. (Pause 5) PUT AN X OVER THE PICTURE THAT SHOWS A COMMUNITY. *
8. PLANTS AND ANIMALS ARE ADAPTED TO THEIR ENVIRONMENT BECAUSE THEY HAVE SPECIAL WAYS OF LIVING. TURN TO PAGE FOUR (Pause 5) PUT AN X OVER THE ANIMAL THAT IS ADAPTED TO SWIMMING. *
9. FISH'S BODIES ARE COVERED WITH SCALES. SCALES PROTECT THEM. TURN TO PAGE FIVE (PAUSE 5) PUT AN X OVER THE ANIMAL THAT HAS SCALES. *
10. SOME ANIMALS BREATHE UNDER WATER. THEY HAVE GILLS. TURN TO PAGE SIX. (Pause 5)

PUT AN X OVER THE ANIMAL THAT HAS GILLS. *

11. AIR BREATHERS USE LUNGS TO BREATHE. TURN TO PAGE SEVEN (Pause 5) PUT AN X OVER THE AIR BREATHER. *

12. OXYGEN IS A GAS IN THE AIR THAT MOST LIVING THINGS NEED TO LIVE. TURN TO PAGE EIGHT (Pause 5) PUT AN X OVER THE ONE THAT NEEDS OXYGEN TO LIVE. *

13. NOW THAT YOU HAVE GONE THROUGH YOUR VOCABULARY, GO BACK AND CHECK YOUR ANSWERS WITH THE KEY TO SEE HOW MANY YOU GOT RIGHT.

The End. *

TEACHER - Please rewind tape for next use. Thanks.

2nd Grade Slide Presentation

"Habitats"

TEACHER - Turn on projector to "Focus" slide. Turn on tape player. Advance slides at the audible tone (or, if you are reading this aloud, as indicated by the asterisk (*). The narrative is in CAPITAL letters.

1. "Focus" *
2. "Credits" slide *
3. "An Environmental study unit on Communities" *
4. "Habitats" *
5. WHAT IS A HABITAT? *

6. A PLACE WHERE SOMETHING LIVES - IS ITS HABITAT. *
7. THERE ARE MANY HABITATS HERE ON EARTH BUT WE WILL ONLY DISCUSS A FEW OF THEM. *
8. PLANTS CAN ONLY SURVIVE IF THEY LIVE IN THE RIGHT HABITAT. THEY CAN NOT MOVE FROM PLACE TO PLACE. *
9. THESE PLANTS REQUIRE THE BEACH AREA AS THEIR HABITAT. *
10. THE FLOWERS IN THIS PICTURE REQUIRE THE DARK RICH SOIL AS THEIR HABITAT. *
11. THESE TREES LIVE IN THE NORTHERN PART OF OUR COUNTRY. THEY COULD NOT LIVE HERE IN FLORIDA. *
12. THESE DEER LIVE IN THE FOREST. THIS IS THEIR HABITAT. *
13. THE RACOON MAY BE FOUND LIVING ANYWHERE FROM THE BEACH TO THE DEEP WOODS. HE EATS TURTLE EGGS, FISH, BERRIES AND MANY OTHER THINGS DEPENDING ON WHERE HE LIVES. *
14. MANY OF YOU KNOW THIS ANIMAL - THE ALLIGATOR. HIS HABITAT IS THE SWAMPS AND CANALS OF FLORIDA. THIS IS WHERE HE FINDS THE THINGS HE NEEDS TO LIVE. *

15. PEOPLE IN DIFFERENT PARTS OF THE WORLD LIVE IN DIFFERENT HABITATS. THIS INDIAN LIVES IN A HOUSE MADE OF GRASS. *

16. THESE PEOPLE LIVE ON THE HOT DESERT. *

17. THE PEOPLE WHO LIVE HERE HAVE A STRANGE HABITAT. THEY SPEND THEIR TIME LIVING OVER WATER. *

18. EACH ANIMAL LIVES IN ITS OWN HABITAT WHERE IT CAN FIND FOOD, WATER AND PROTECTION. *

19. THERE ARE MANY KINDS OF HABITATS. HOW MANY CAN YOU THINK OF? *

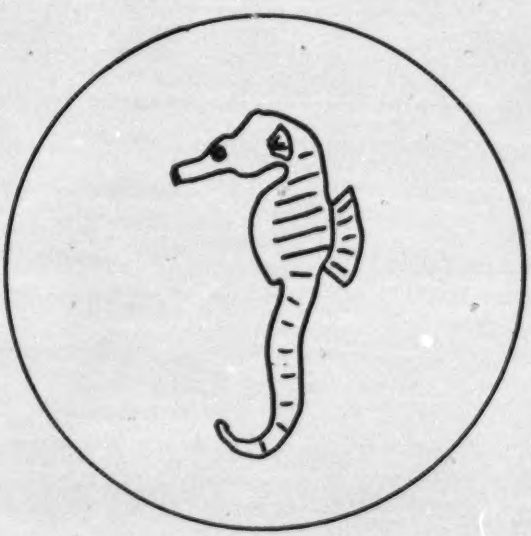
20. The End.

TEACHER - Please rewind tape for next use. Thanks.

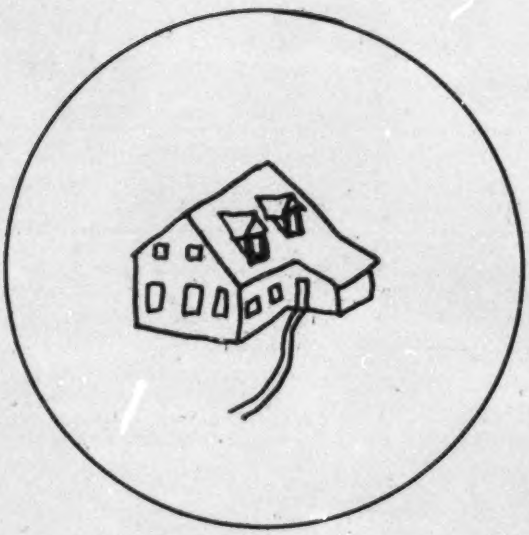
MY VOCABULARY BOOK

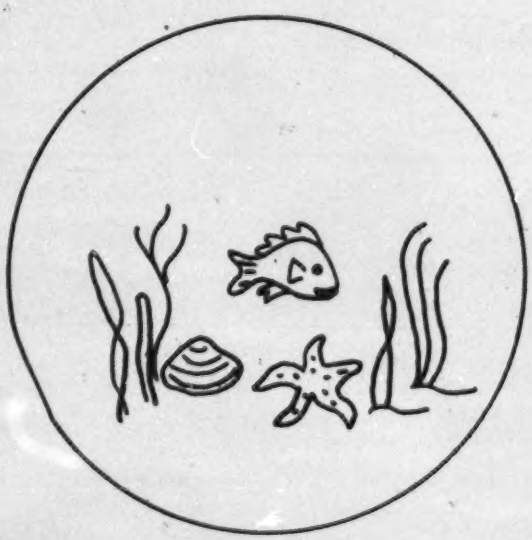
Which of these could be a butterfly's habitat? Put an X over it.

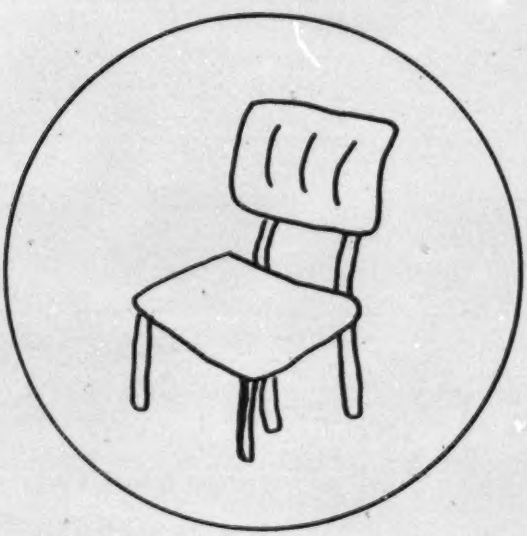
Put an X over the picture that shows an animal that could live in an aquarium environment.



Put an X over the picture that shows a community.

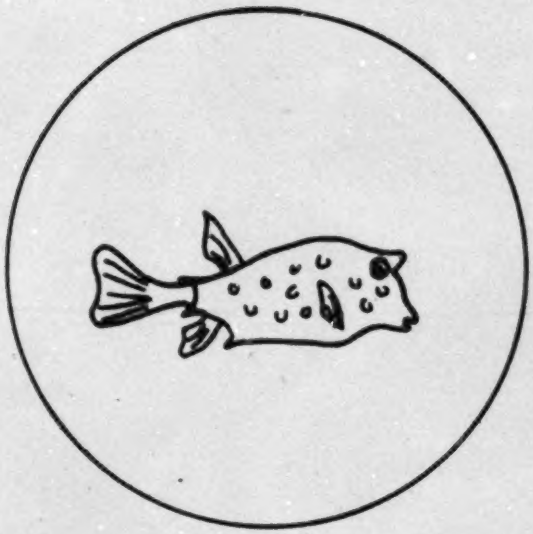


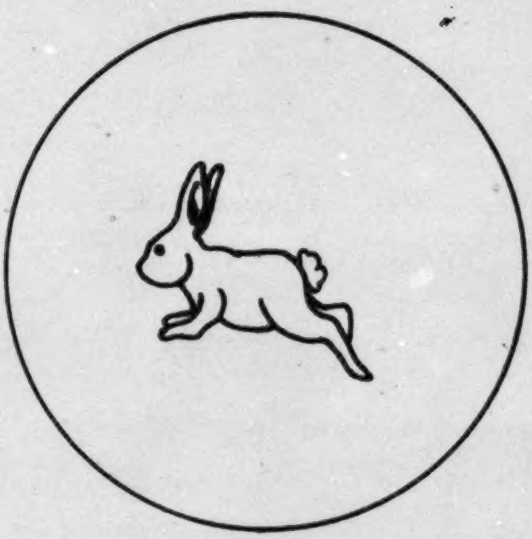




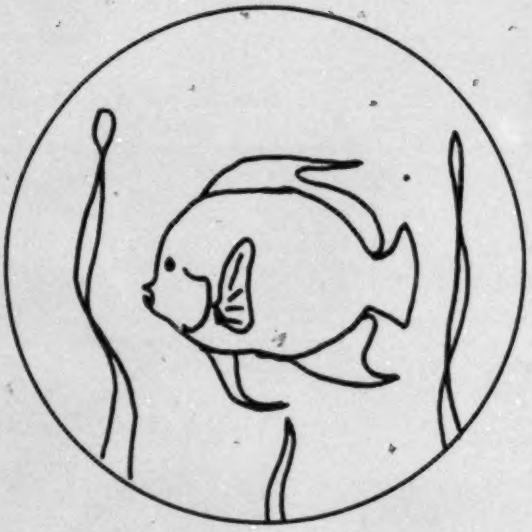
Put an X over the animal that is adapted to swimming.

Put an X over the animal that has scales.

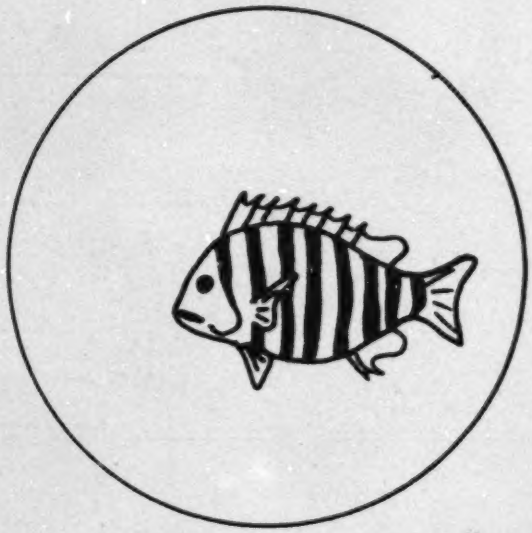


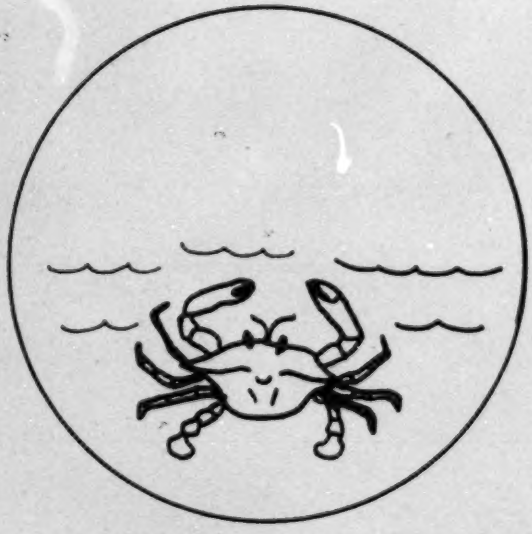


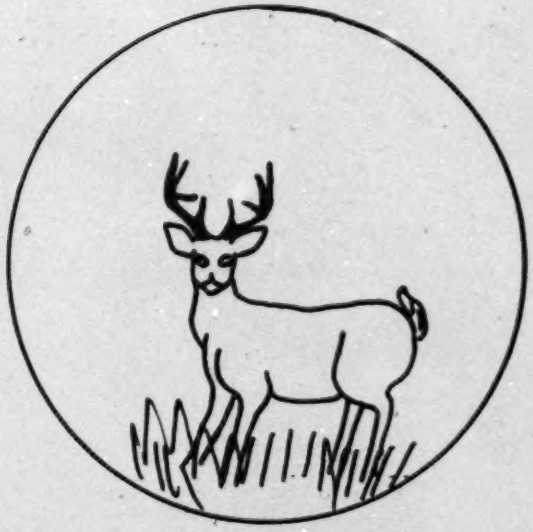
Put an X over the animal who has gills.



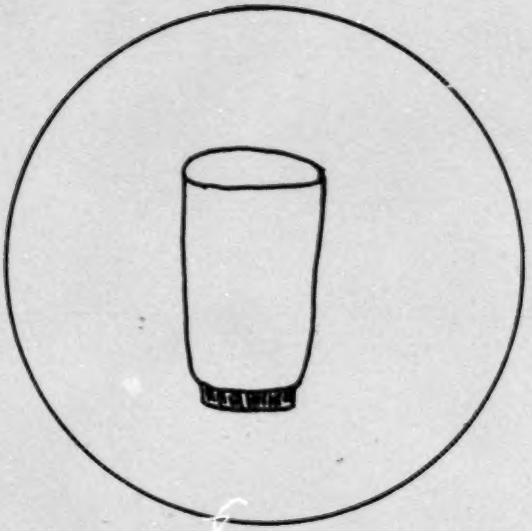
Put an X over the air breather.

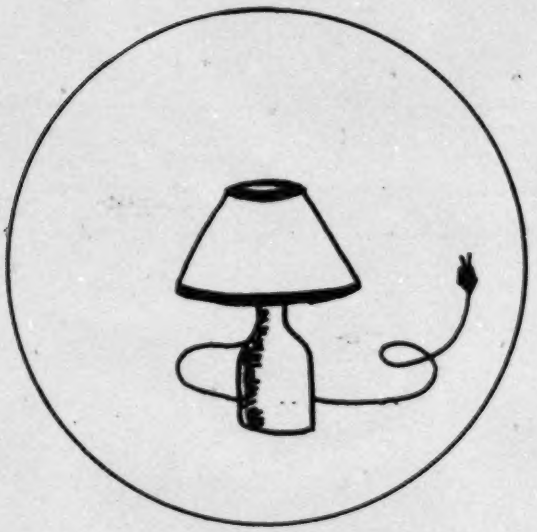






Put an X over the one that needs oxygen to live.





Martin County School's
Environmental Studies Center
2900 N.E. Indian River Drive
Jensen Beach, FL 33457

2nd Grade Slide Presentation

"Adaption" - *To be used in conjunction with student booklet "Adapt"* -

TEACHER - Turn on projector to "Focus" slide. Turn on tape player. Advance slide at the audible tone (or, if you are reading this aloud, where indicated by the asterisk (*). NOTE that several pauses are indicated in the script to allow time for an activity as described. The narrative is in CAPITAL letters.

1. "Focus" *
2. "Credits" slide *
3. "An Environmental Study Unit on Communities" *
4. "How Animals Adapt" *
5. ANIMALS ARE MADE SO THEY WILL FIT IN THEIR SPECIAL HABITAT. WE SAY THEY ARE ADAPTED TO THAT HABITAT. *
6. TURN TO PAGE ONE OF YOUR ADAPT WORKBOOK. (Pause 5) LOOK AT THE WORD ADAPT. A-D-A-P-T. COLOR THE LETTERS. TURN OFF THE RECORDER UNTIL YOU HAVE FINISHED. THEN TURN IT BACK ON AND CONTINUE. *
7. WHAT IS THIS FISH'S HABITAT? IT LIVES UNDER WATER. TO LIVE UNDER WATER, THIS FISH USES GILLS TO BREATHE AND FINS AND TAIL TO SWIM THROUGH THE WATER. TURN TO PAGE TWO OF YOUR BOOKLET. (Pause 5) DRAW A RED CIRCLE AROUND THE FISH'S FINS AND TAIL. NOW DRAW A BLUE CIRCLE AROUND THE FISH'S GILLS. IF YOU NEED MORE TIME TURN THE RECORDER OFF, THEN TURN IT ON AND CONTINUE. *
8. NOW LET'S LOOK AT THE BIRD. CAN SHE LIVE IN THE WATER WITH THE FISH? *
9. NO! SHE BREATHES WITH LUNGS LIKE YOU AND I. SHE MUST BREATHE THE AIR. SHE CAN NOT LIVE UNDER WATER. TURN TO PAGE THREE OF YOUR WORKBOOK. (Pause 5) LOOK AT THE BIRD. WHAT MAKES HIM ADAPTED TO FLYING? HIS WINGS OF COURSE. COLOR HIS WINGS FIRST, THEN GO BACK AND COLOR THE REST OF HIM. TURN THE RECORDER OFF UNTIL YOU FINISH, THEN TURN IT BACK ON AND CONTINUE. *
10. THIS PELICAN IS A WATER BIRD. IT BREATHES WITH LUNGS LIKE OTHER BIRDS, BUT SPENDS MOST OF ITS TIME ON THE WATER. TURN TO PAGE 4 OF YOUR WORKBOOK. (Pause 5) WHAT MAKES THIS ANIMAL A GOOD SWIMMER? COLOR THAT PART OF HIM FIRST.

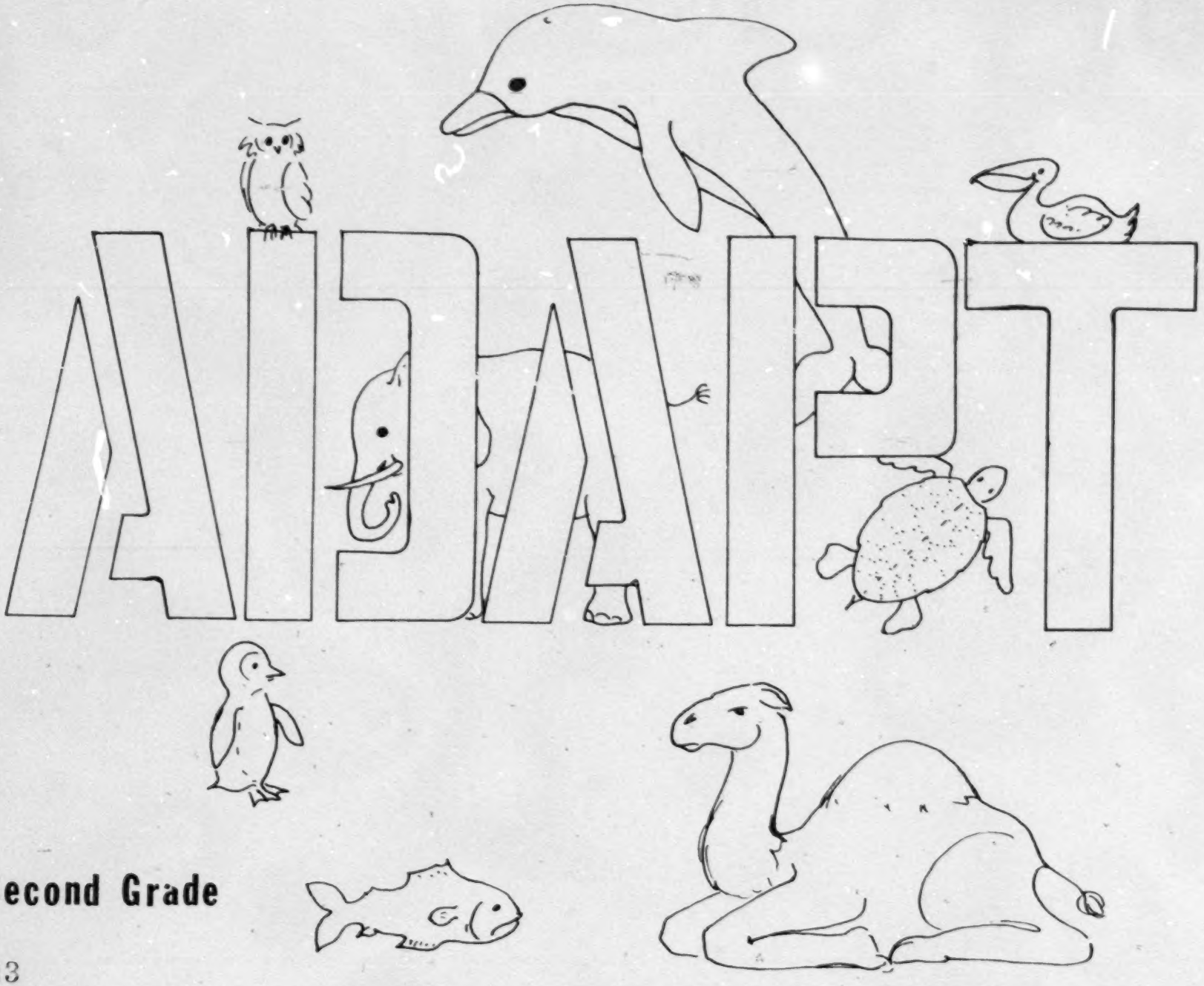
TURN THE RECORDER OFF WHILE YOU DO THIS. LATER, GO BACK AND COLOR THE REST OF HIM. *

11. FINALLY, LET'S LOOK AT THESE TWO ANIMALS. EACH TURTLE IS ADAPTED TO A DIFFERENT HABITAT. TURN TO THE LAST PAGE OF YOUR WORKBOOK. (Pause 5) CIRCLE THE TURTLE THAT IS ADAPTED TO LIVING IN THE WATER ALL THE TIME. HOW CAN YOU TELL? *

12. EVERY TIME YOU LOOK AT AN ANIMAL, DECIDE WHAT MAKES HIM ADAPTED TO HIS SPECIAL HABIT. *

13. The End.

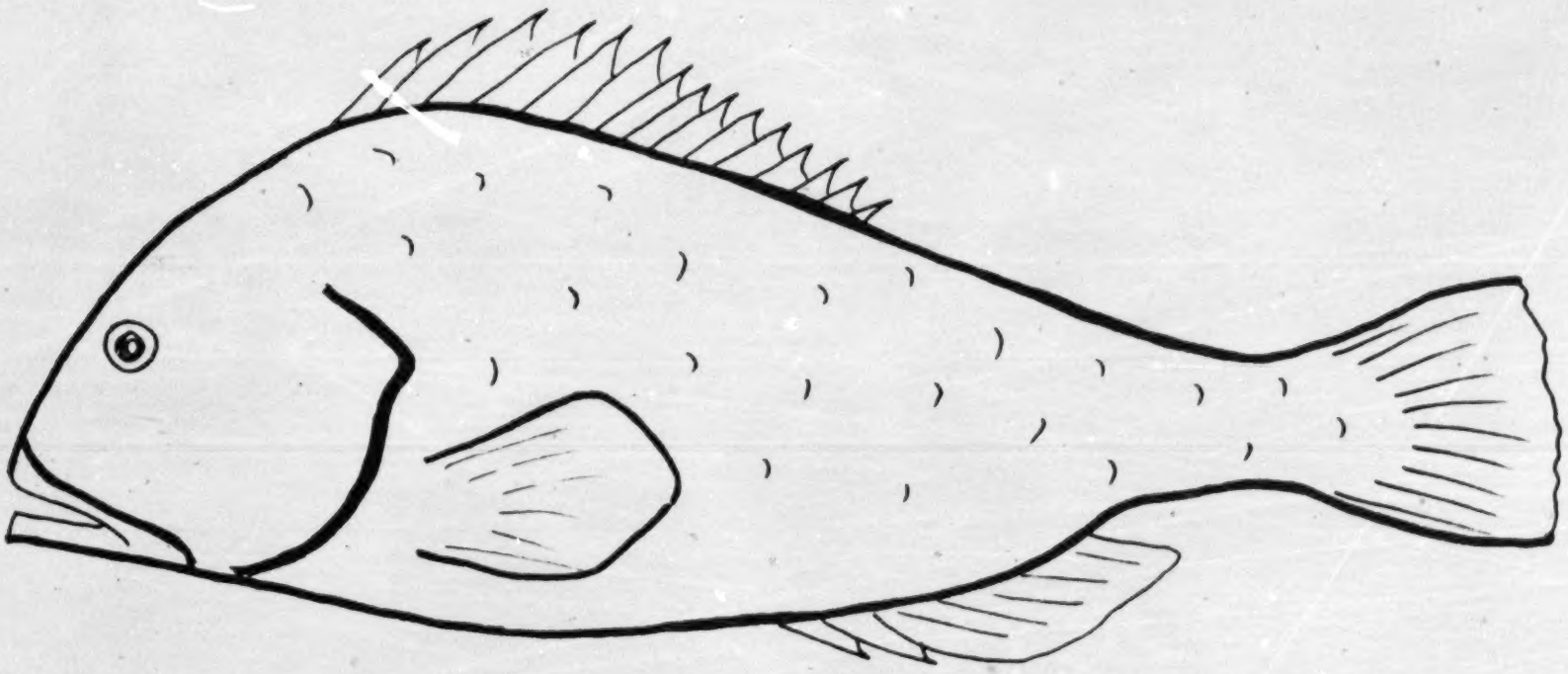
TEACHER - Please rewind tape for next use. Thanks.



Second Grade

ADAPT

1.



1. Circle my fins and tail.
2. Circle my gills.
3. What are two things I am adapted to doing?

2.

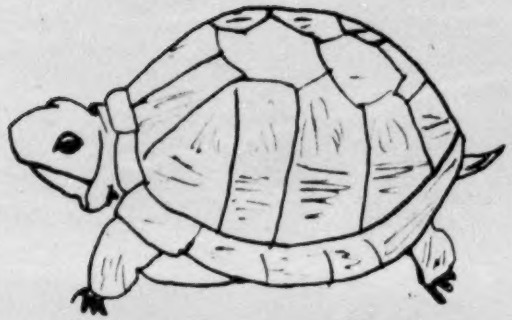
Color my wings.

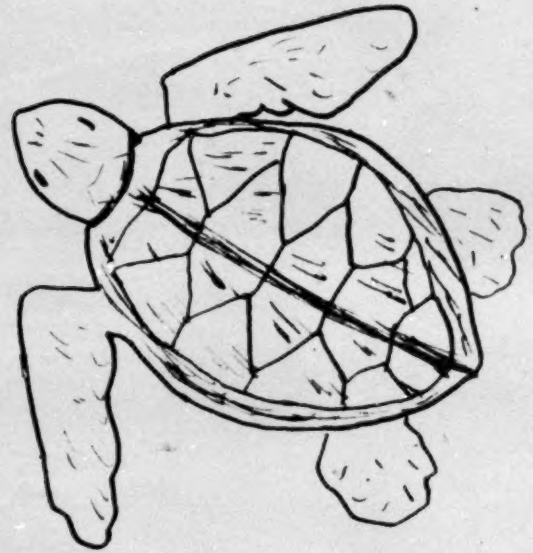
How do I get from place to place? 3.

What makes this animal a good swimmer?

Color that part of him first.

Circle the turtle that is adapted to living in water all the time.





Martin County Schools'
Environment Studies Center
2900 N. E. Indian River Drive
Jensen Beach, FL 33457

5.

2nd Grade Presentation

"Community"

TEACHER - Turn projector on to "Focus" slide. Turn on tape player. Advance slides at the audible tone (or, if you are reading this aloud, where indicated by the asterisk (*). The narrative is in CAPITAL letters.

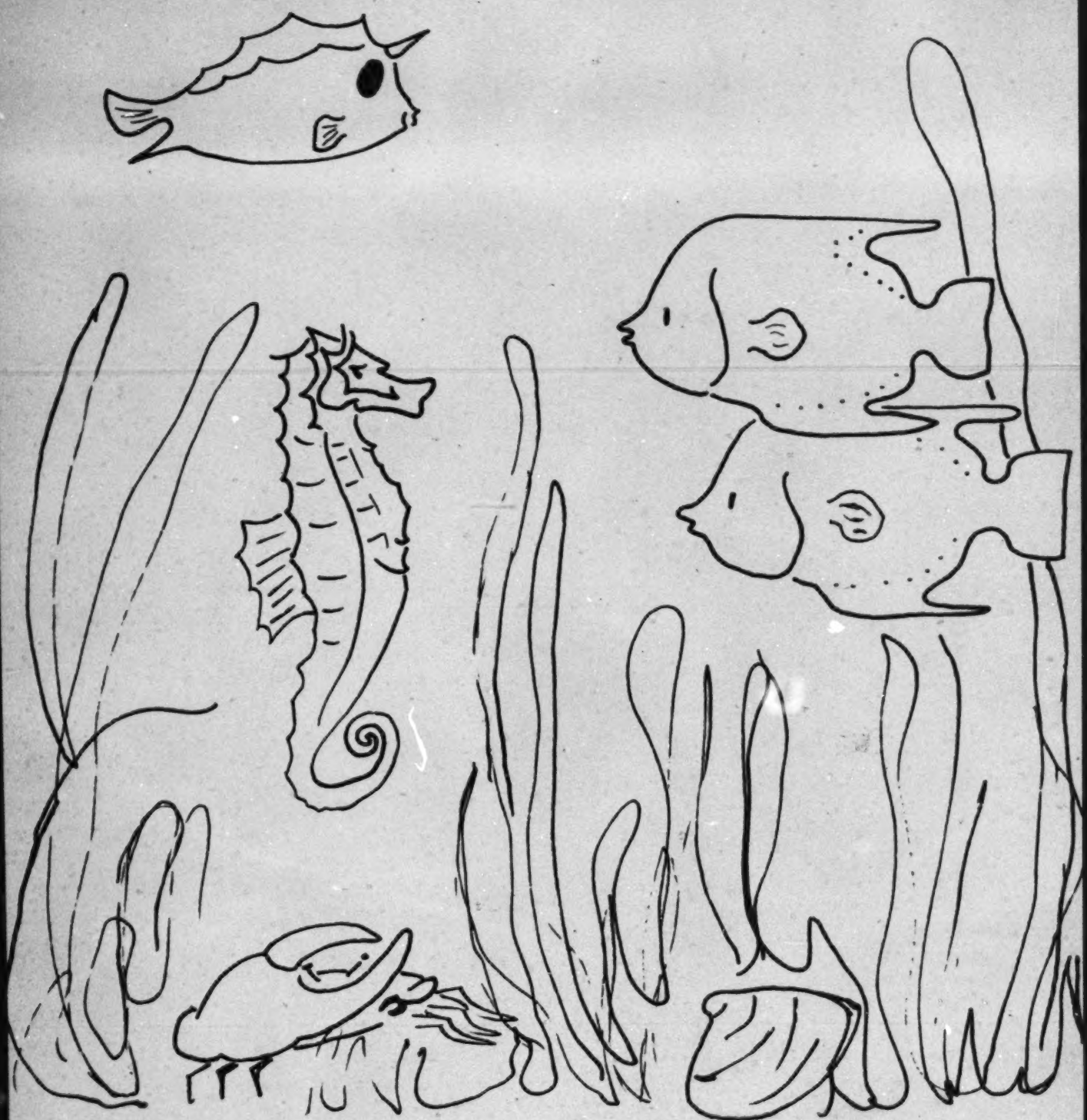
1. "Focus" *
2. "Credits" slide *
3. "An Environmental Study Unit on Communities"
4. "Community THERE ARE MANY DIFFERENT COMMUNITIES ALL OVER THIS EARTH. WHAT DOES THE WORD "COMMUNITY" MEAN TO YOU? A COMMUNITY IS A GROUP OF PLANTS AND ANIMALS LIVING TOGETHER. *
5. THERE ARE MANY KINDS OF COMMUNITIES. ALL OF YOU LIVE IN A COMMUNITY. SOME PEOPLE LIVE IN A DESERT COMMUNITY. *
6. OTHER PEOPLE LIVE NEAR THE WATER IN RIVER COMMUNITIES. *
7. ANIMALS AND PLANTS LIVE IN COMMUNITIES TOO. THEY HELP EACH OTHER IN MANY WAYS. *
8. IN THIS COMMUNITY THE TREE IS A HOME FOR INSECTS. BIRDS IN THE COMMUNITY GO TO THE TREE TO FIND INSECTS TO EAT. SO WE CAN SAY THAT PLANTS AND ANIMALS ARE PARTNERS. *
9. THIS BEEHIVE AND THE PLANTS AND FLOWERS AROUND IT MAKE UP A COMMUNITY. *
10. THIS FLOWER NEEDS THE BEE IN ORDER TO PRODUCE SEEDS TO GROW MORE FLOWERS. *
11. THE BEES ALSO NEED THE FLOWER. THE BEES GET NECTAR FROM THE FLOWER FOR FOOD AND BUILDING THEIR HOME. *
12. MANY ANIMALS EAT PLANTS. THIS IS ALSO PART OF A COMMUNITY. *

13. THIS IS AN UNDERWATER COMMUNITY. THE PLANTS AND ANIMALS THAT LIVE IN THIS COMMUNITY ARE ADAPTED TO LIVING UNDER WATER AND CANNOT LIVE ANYWHERE ELSE. *

14. WHEN YOU VISIT THE ENVIRONMENTAL CENTER YOU WILL STUDY AN UNDERWATER COMMUNITY. YOU WILL STUDY THE SALTWATER GRASSFLAT COMMUNITY. *

15. The End.

TEACHER - Please rewind tape for next use. Thanks



A SALTWATER GRASSFLAT COMMUNITY

THE SALTWATER GRASSFLATS

The saltwater grassflats are a shallow grassy area of the river. The grassflats are the home for many plants and animals.

In this unit, we will study 5 plants and animals you might find in the grassflats.

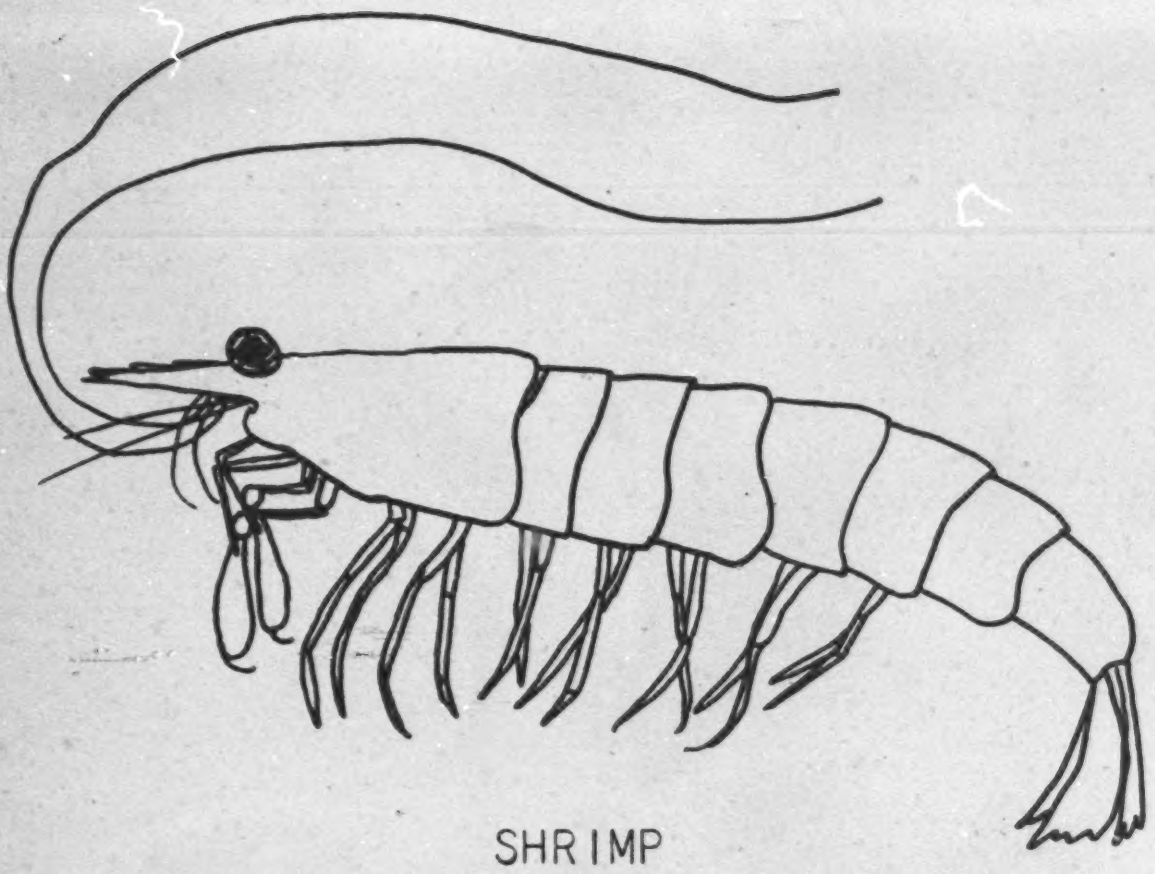
The plants and animals you will be studying are:

1. manatee grass
2. the shrimp
3. the seahorse
4. the sheepshead
5. the egret

EGRET

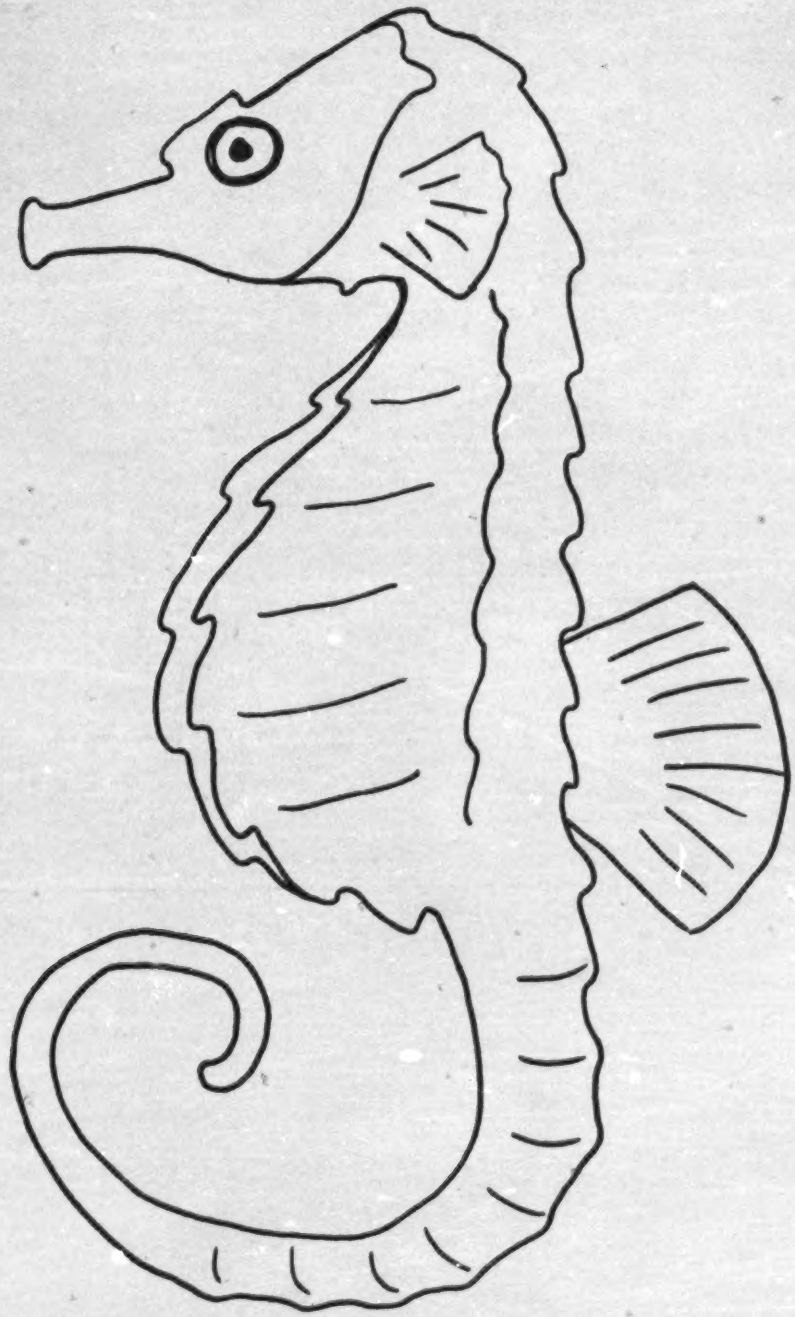
The egret is an all white bird we often see wading in the shallow waters of the river. His long legs make it easier for him to do this. He spends his time in the shallow water hunting for fish to eat.

2



SHRIMP

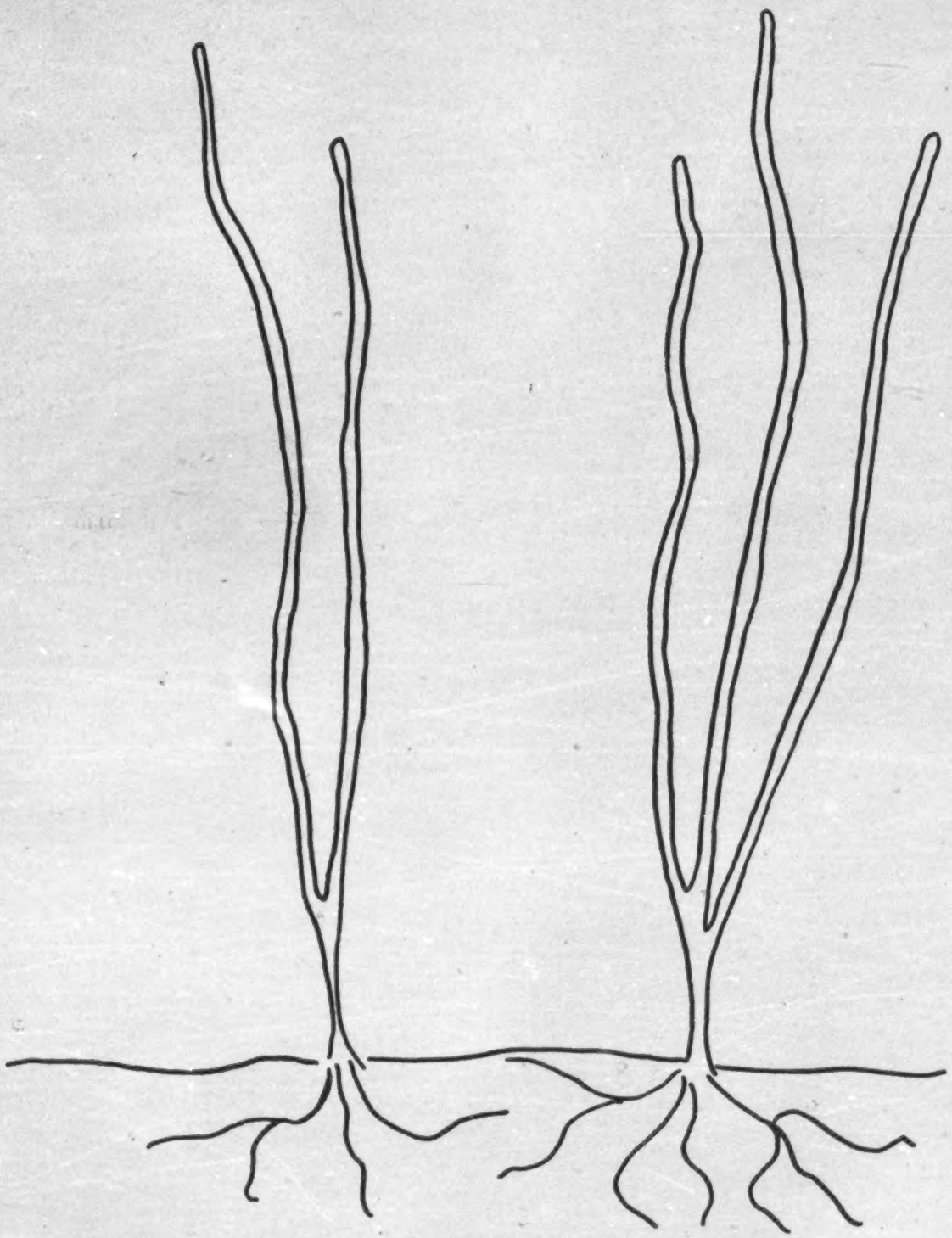
The shrimp is a very quick swimmer. It can swim forward and backward easily. The shrimp is a plant-eater. It is eaten by many different animals. Man is one of them.



SEAHORSE

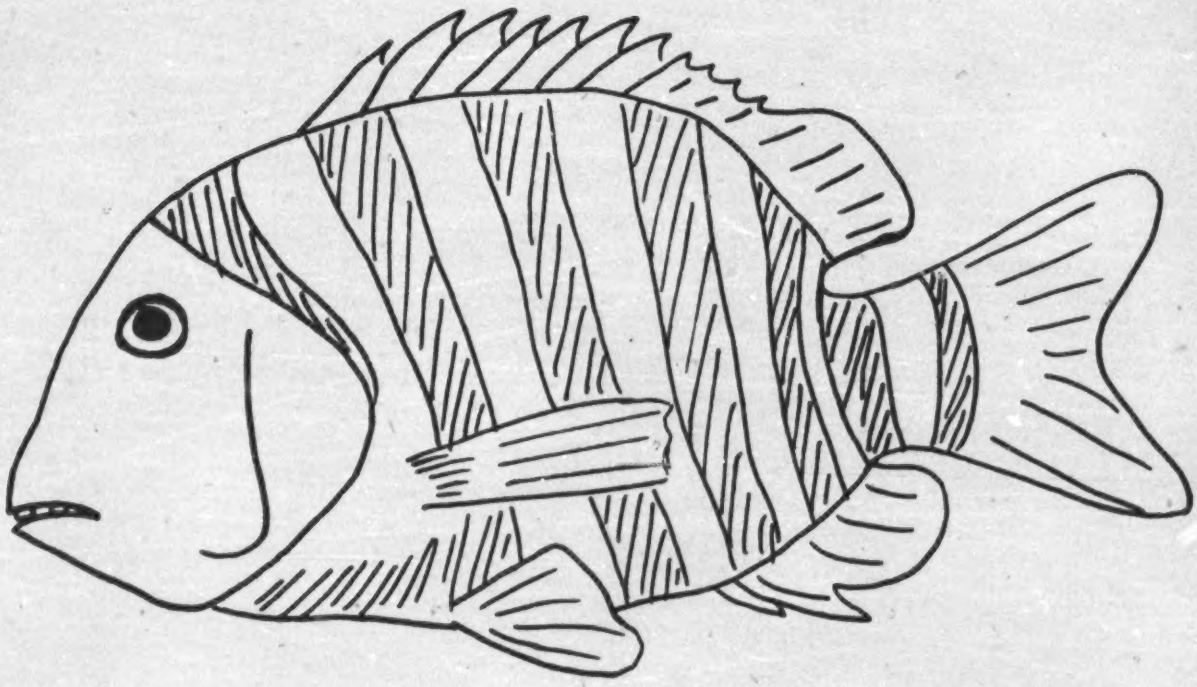
The seahorse is found in the seaweed of the grassflats. It is a very poor swimmer because of its small fins. The seahorse eats shrimp.

4



MANATEE GRASS

Manatee grass grows in shallow salt water. Each plant has a few thin round leaves. 5



SHEEPSHEAD

The sheepshead got its name because of its big strong teeth that look alot like the teeth of a sheep. It is a black and white striped fish which eats oysters, fiddler crabs, and other small shellfish.

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Jensen Beach, FL 33457 6

2nd Grade Slide Presentation

"Organisms"

TEACHER - Turn projector on to "Focus" slide. Turn tape player on. Advance slide at audible tone (or, if you are reading this narrative aloud, where indicated by the asterisk (*). The narrative is in CAPITAL letters.

1. "Focus" *
2. "Credits" slide *
3. "An Environmental Study Unit on Communities" *
4. "Organisms." *
5. IN THIS SLIDE TAPE SHOW, YOU WILL SEE THE PLANTS AND ANIMALS YOU MIGHT FIND IN THE GRASSFLATS, WHEN YOU VISIT THE INDIAN RIVER. *
6. ONE PLANT YOU MIGHT FIND THERE IS CALLED MANATEE GRASS. MANATEE GRASS GROWS IN SHALLOW SALT WATER. EACH PLANT HAS A FEW THIN, ROUND LEAVES. *
7. THE SHRIMP IS A VERY QUICK SWIMMER. IT CAN SWIM FORWARD AND BACKWARD EASILY. THE SHRIMP IS A PLANT EATER. IT IS EATEN BY MANY DIFFERENT ANIMALS. MAN IS ONE OF THEM. *
8. THE SEAHORSE IS FOUND IN THE SEAWEEDS OF THE GRASSFLATS. IT IS A VERY POOR SWIMMER BECAUSE OF ITS SMALL FINS. THE SEAHORSE EATS SHRIMP. *
9. THE SHEEPSHEAD GOT ITS NAME BECAUSE OF ITS STRONG TEETH THAT LOOK A LOT LIKE THE TEETH OF A SHEEP. IT IS A BLACK AND WHITE STRIPED FISH WHICH EATS OYSTERS, FIDDLER CRABS, AND OTHER SMALL SHELLFISH. *
10. THE EGRET IS A BIRD OFTEN SEEN WADING THE SHALLOW WATERS OF THE RIVER. HIS LONG LEGS MAKE IT EASIER FOR HIM TO DO THIS. HE SPENDS HIS TIME IN THE SHALLOW WATER HUNTING FOR FISH TO EAT. *
11. The End.

TEACHER - Please rewind tape for next use. Thanks

TEACHER'S TEXT

SECOND GRADE OVERALL TEST

DIRECTIONS: Listen as I read each question. Look at the four pictures for that question. Put an X on the one that answers the question.

2.1 VOCABULARY

1. Which of these breathes with lungs? (D)
2. Which of these breathes with gills? (A)
3. Which of these has scales? (B)
4. Which of these needs oxygen? (C)
5. Which of these would be the right environment for a seahorse? (D)

2.2 HABITAT

1. Which of these is a habitat? (B)
2. Which of these is a desert habitat? (D)
3. How many kinds of habitats are there?

   a. one c. many

   b. four d. not any (C)

4. Which is another word for habitat?

   a. home c. game

   b. fun d. play (A)

5. Turn your answer sheet over and draw a picture of your habitat.

2.3 ADAPTATION

1. Which is an animal adapted to air breathing with lungs?

   a. the pelican c. the puffer

   b. the blue crab d. the sheepshead (A)

2. What is the pelican best adapted for?

   a. running c. talking

   b. walking d. swimming (D)

2.3 ADAPTATION (cont'd)

3. Which is adapted to breathing with gills?

a. the fish c. the cactus

b. the rabbit d. the tree (A)

4. What is the name of the gas that most living things need to live?

a. water c. oxygen

b. vapor d. none of these (C)

5. What part of us is made for air breathing?

a. the neck c. the stomach

b. the eyes d. the lungs (D)

2.4 COMMUNITIES

1. What lives in a fish community?

a. sheepshead c. bird

b. squirrel d. a boy (A)

2. What do we find in a bird's community?

a. fish c. clams

b. crabs d. none of these (D)

3. What might you find in a desert community?

a. pelicans c. cactus

b. sea star d. sheepsheads (C)

4. Where are the saltwater grassflats?

a. in the deep ocean c. on the shore of a lake

b. in shallow water d. on the shore of the beach (B)

5. Can plants live in the saltwater?

a. no c. only at low tide

b. sometimes d. yes (D)

2.5 PLANTS AND ANIMALS

1. Which of these is a SHRIMP? (A)
2. Which of these is a SEAHORSE? (D)
3. Which of these is MANATEE GRASS? (C)
4. Which of these is a SHEEPSHEAD? (B)
5. Which of these is an EGRET? (A)

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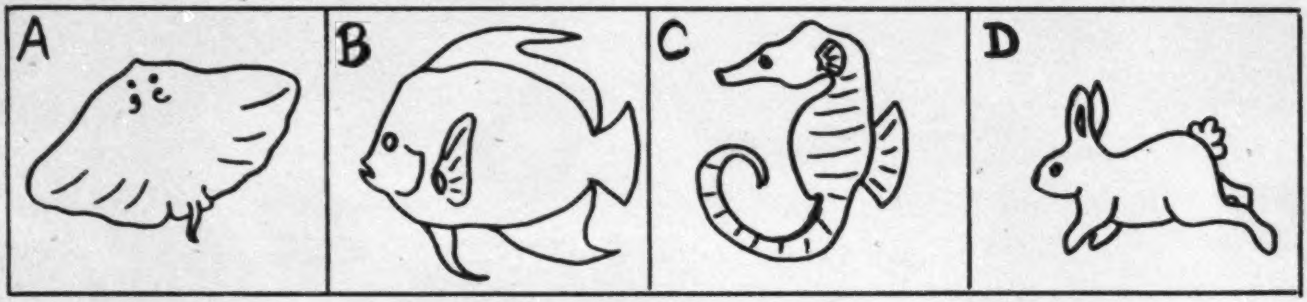
2900 N.E. Indian River Drive
Jensen Beach, Florida 33457

Vocabulary Unit

Name _____

2nd GRADE
TEST P.1

1.



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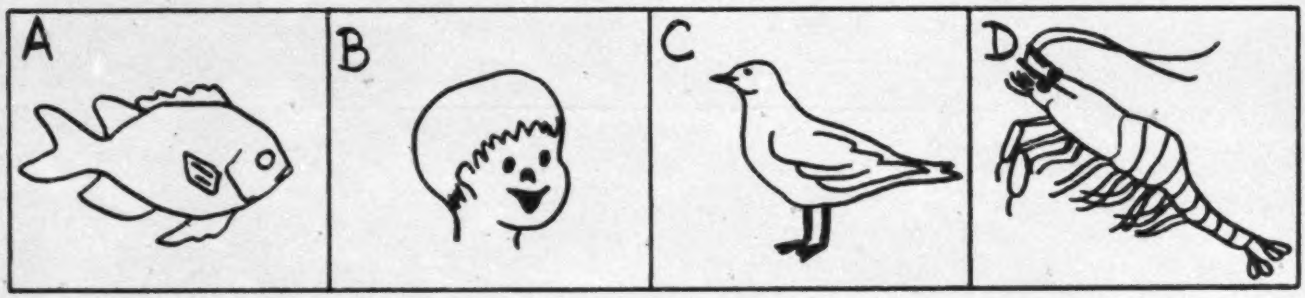

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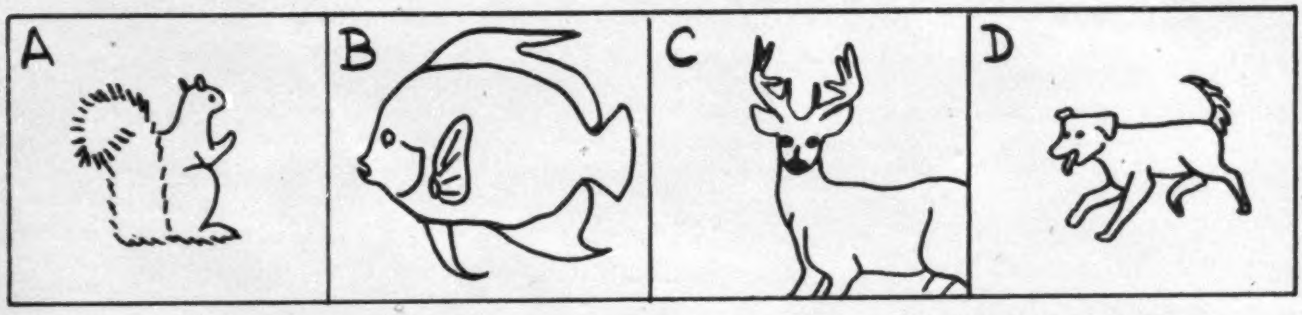

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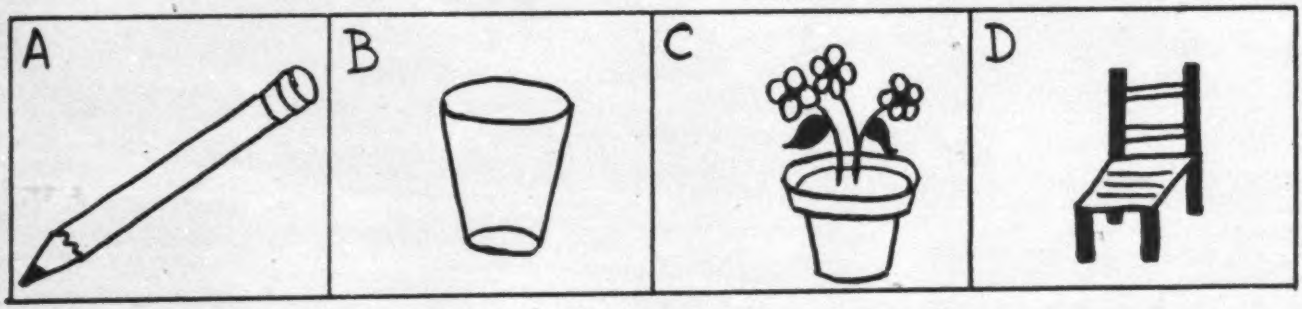

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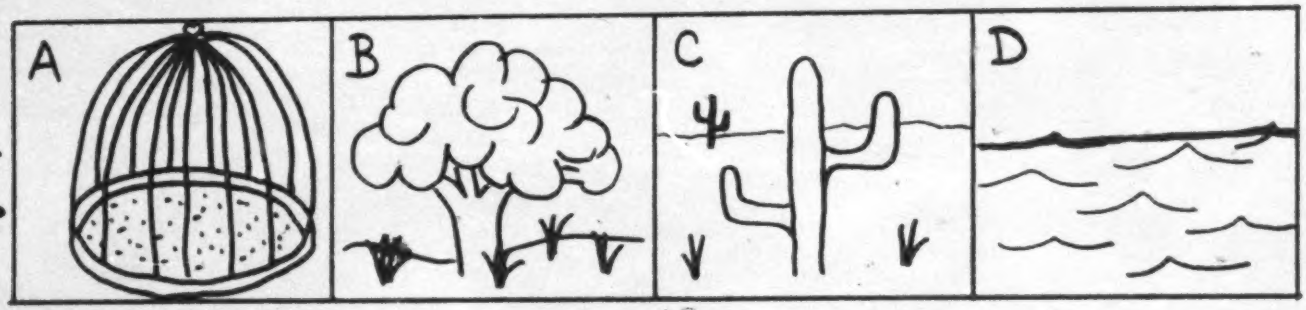
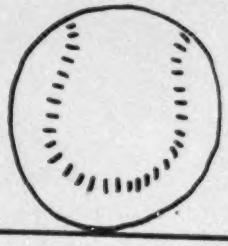
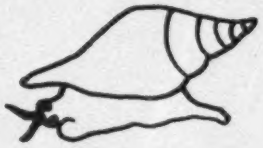
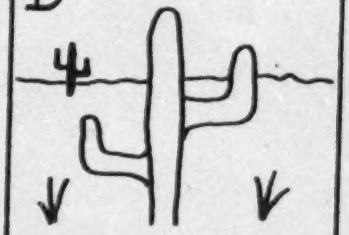


1.

A	B	C	D
			

2.

A	B	C	D
			

3.

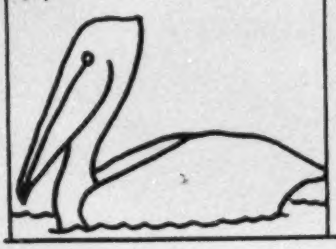
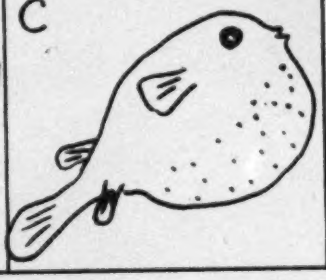
A	B	C	D
1	4	many	not any

4.

A	B	C	D
home	fun	game	play

5. Draw a picture of your habitat on the back of your answer sheet.

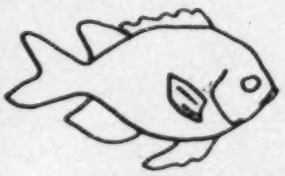
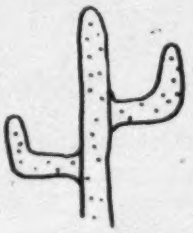
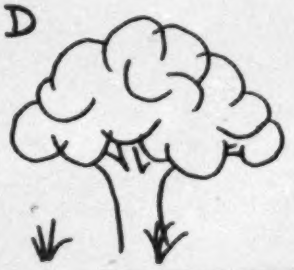
1.

A	B	C	D
			

2.

A	B	C	D
running	walking	talking	swimming

3.

A	B	C	D
			

4.

A	B	C	D
water	vapor	oxygen	none of these

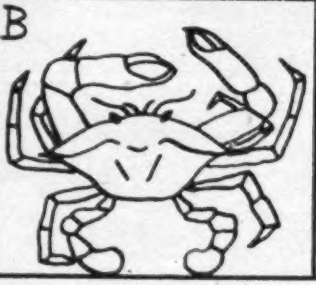
5.

A	B	C	D
the neck	the eyes	the stomach	the lungs

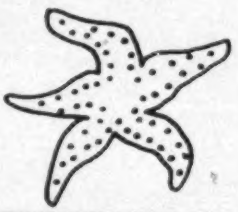
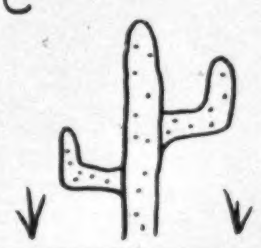
1.

A	B	C	D

2.

A	B	C	D
			none of these

3.

A	B	C	D
			

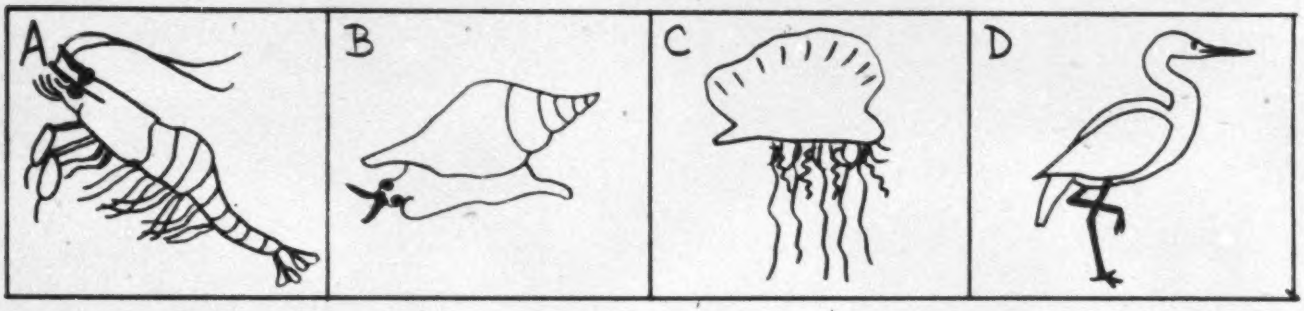
4.

A	B	C	D
in the deep ocean	in shallow water	on the shore of a lake	on the shore of the beach

5.

A	B	C	D
no	sometimes	only at low tide	yes

1.



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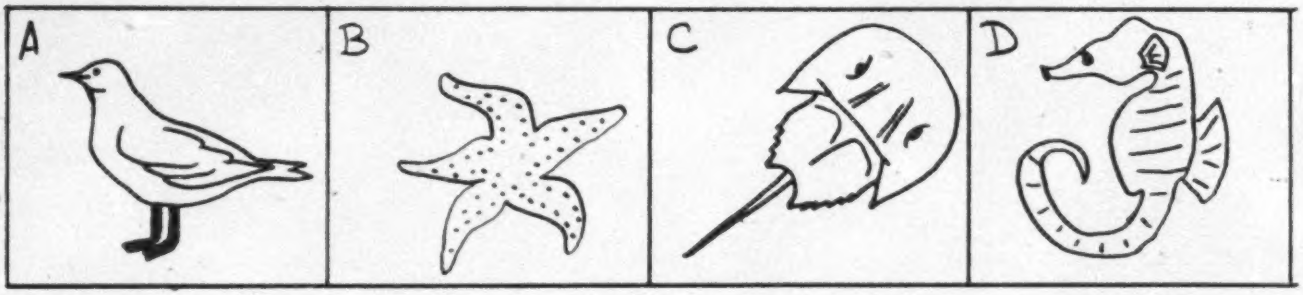

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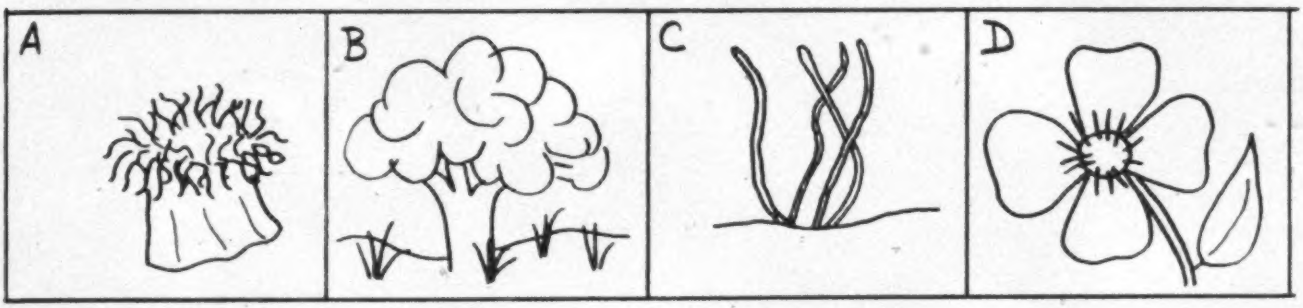

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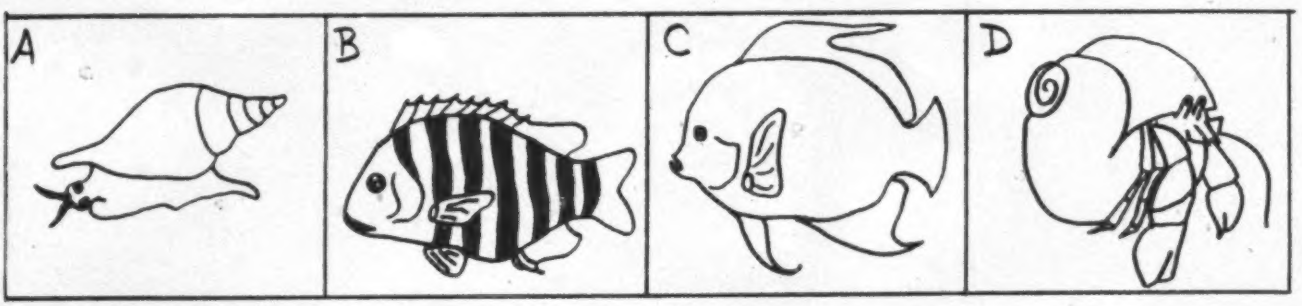

5.